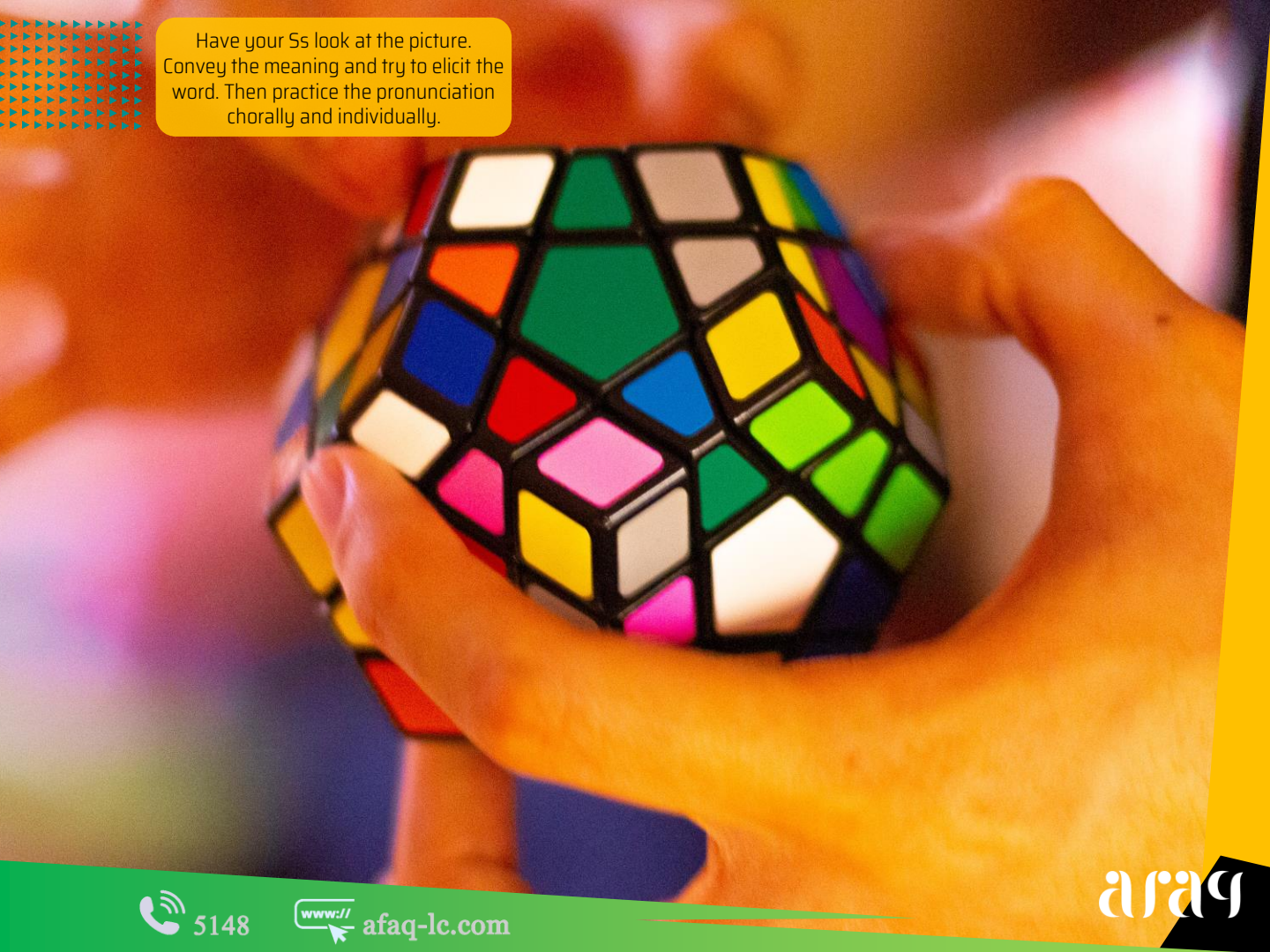


StartUp 5

Reading

Unit6 – Lesson4

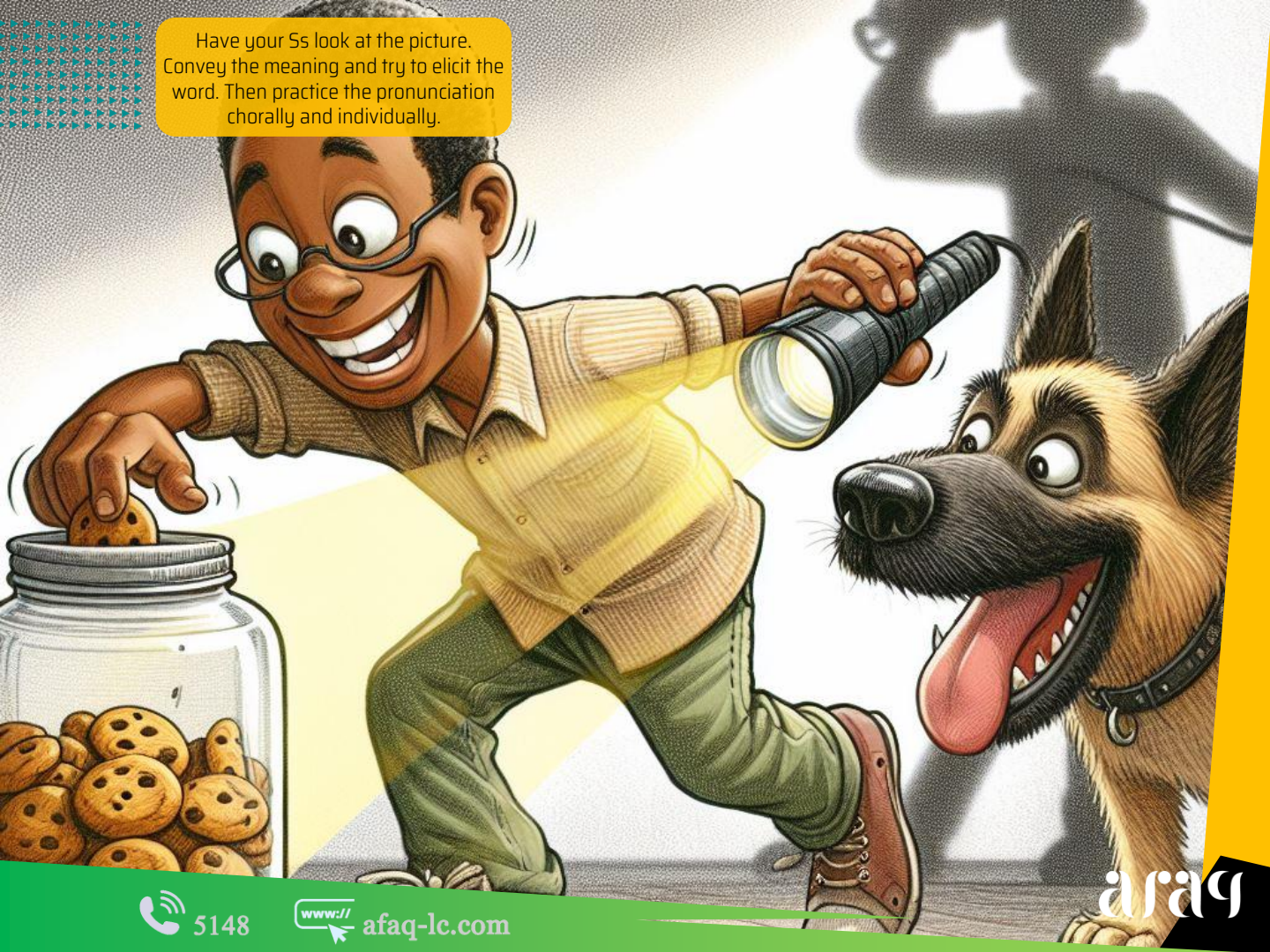
Page72


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
FIGURE OUT


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.
Homepage
H1
H2
H1-HC Design
Video Media


Teach the form of the word. Then ask some concept checking questions.
ANALYSIS
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www://
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



CATCH RED-HANDED


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
INFLUENCE
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



ACCUSE

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



PRESERVE

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



TECHNIQUE



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



RIGOROUS

FILL IN THE BLANKS.

GO TO PAGE 142

Read the definitions. Then complete the sentences with the words.

figure out: to understand something after thinking about it
catch red-handed: to catch someone while the person is doing something bad
accuse: to say that someone has done something wrong or illegal
a technique: a special way of doing something
analysis: careful examination of something in order to understand it
influence: to have an effect on the way someone or something develops, behaves, or thinks
preserve: to keep something from being destroyed or changed too much
rigorous: careful and making sure nothing is missed

1. The detective was fired because his work was not _____ enough.
2. The assistant _____ her boss of stealing the company's money.
3. Forensic scientists performed a careful _____ of the crime scene.
4. I have thought and thought about it, but I just can't _____ the answer.
5. The thieves were _____ in the house they were burglarizing.
6. They are keeping people away from the crime scene to _____ it for the investigators.
7. My parents _____ me in many ways, including how I see the world.
8. She learned her interviewing _____from a famous detective.

Have your students make sentences about each picture using the words they have learned. Focus on accuracy.

A PREVIEW Look at the title and the headings. What do you think this article is about?

A Fictional Detective & REAL FORENSICS



A woman walks into a detective's office. The detective takes one look at her and says, "I see that you work at the factory in Smithfield." The woman is amazed as he explains that he has figured it out from the mud on her shoe and the color of her dress. But we in the audience aren't surprised. The detective is Sherlock Holmes, and his remarkable skills have been entertaining us since 1892, first in the books by Sir Arthur Conan Doyle, and in movies and television shows ever since. Everybody loves Sherlock Holmes. But what you may not realize is that even though he is a fictional character, he played a big role in the real history of forensic science.



LISTEN TO THE AUDIO CAREFULLY.

6-19



Why are the Sherlock Holmes stories important?

a. They invented fingerprint and handwriting analysis.
b. They predicted and influenced forensic science.
c. They have entertained us for more than 100 years.

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Back when Conan Doyle started writing, criminals were usually arrested because they were caught red-handed or because they were accused by a witness. But because cities were getting busier and more crowded, crime was increasing. Conan Doyle studied medicine, and he believed that applying rigorous scientific methods to solving crimes could help authorities identify more criminals. So he wrote stories in which his Sherlock Holmes character used the latest techniques. And in some areas, Conan Doyle was way ahead of his time.

One way that Conan Doyle predicted real forensics was in his character's use of fingerprints. At that time, some police departments used a method for identifying criminals that involved measuring twelve characteristics of the body, like the length of the arm or the distance between the mouth and nose. Other departments used fingerprinting. Conan Doyle had Sherlock use fingerprint analysis in the story *The Sign of the Four* in 1890, and he made the right choice. London's police force began using fingerprint identification in 1901.

Conan Doyle was also ahead of his time when it came to typewriter analysis. In the 1891 story *A Case of Identity*, Sherlock Holmes solves a case because he is able to identify the specific machine that a typewritten letter came from. The amazing thing is that Conan Doyle wrote this story three years before the first time that typewriter analysis was used in court—and around forty years before the FBI began using it officially.

Sherlock Holmes and his creator didn't just predict new developments; they actually influenced forensic scientists. The French detective Edmond Locard, who started the first forensics lab in the 1900s, was such a big fan that he asked his police science students to read the stories to understand the importance of preserving a crime scene.

> Much of what Sherlock Holmes could do was not realistic—even the best detectives can't just look at a person and guess what he or she ate for breakfast. But Conan Doyle and his hero predicted forensics in surprising ways. And all you have to do is turn on the TV to see that our fascination with Sherlock Holmes, and with forensic science in general, is still going strong more than 100 years later.

Have Ss identify the correct answer. Go over the answer as a class.

B Complete the sentences with information from the article.

1. At the time Arthur Conan Doyle started writing, criminals were usually caught red-handed or because _____ .
2. Unlike many police departments, Holmes used _____ to identify criminals, instead of _____ .
3. Conan Doyle _____ Locard with his ideas about _____.

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C CLOSE READING Reread lines 27–37. Then answer the question.

1. What is the sequence of events? Number them in order.

___ The FBI began using typewriter analysis.

___ Sherlock Holmes used typewriter analysis in a story.

___ Typewriter analysis was used for the first time in court.

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Sherlock Holmes and his creator didn't just predict new developments; they actually influenced forensic scientists. The French

D Read the Reading Skill. Go back to the article. Identify two examples of Sherlock Holmes being ahead of his time and one example of his influence on forensic scientists.

READING SKILL Identify examples

Writers include examples to illustrate their ideas and make them clear. Sometimes examples are introduced with phrases such as *like* or *for example*, but often they are not. They may just be specific stories that come after the general idea that they are illustrating.

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WHAT WAS THE ARTICLE ABOUT?
RETELL THE MOST IMPORTANT IDEAS. USE YOUR OWN WORDS.

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Have your Ss tell the summary of the text in breakout rooms.

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READ THE SCRIPT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.

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Give a couple of minutes to your Ss to think about the topic they intend to share. Provide adequate samples.



A Who is your favorite fictional character? How has he or she influenced you or others? Take notes in the chart.

Character	Important actions or personality traits	Influence on you or others

Have your Ss share what they have prepared in their breakout rooms. Monitor the groups and share your FEEDBACK afterwards.



B PAIRS Compare your ideas in 4A.

My favorite character is Spider-Man. He's a teenager who ...